

# MontCAS

(Montana Comprehensive Assessment System)

English Language  
Proficiency Assessment

**General Instructions  
from**

**Form A  
Kindergarten  
EXAMINER MANUAL**

**2007-2008**

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## Introduction

The MontCAS English Language Proficiency (ELP) Assessment is designed to assess the proficiency level of Limited English Proficient (LEP) students in the five areas of listening, speaking, reading, writing, and comprehension. The primary purpose of this assessment is to provide Montana educators with proficiency scores for use in their schools, systems, and state, as mandated by the No Child Left Behind Act of 2001.

Uniform test administration is essential to ensure high-quality, reliable test data. To ensure this uniformity, the Examiner Manual outlines the responsibilities and procedures for the test. These step-by-step instructions are designed to protect the integrity and security of the test and, thus, make it fair for all students.

This Examiner Manual provides procedural information for administering Form A at the Kindergarten level. It includes both general and specific instructions, as well as scripting for questions to be read aloud to students. Before administering the test, examiners should read this manual thoroughly. It is preferred that the test be administered by qualified teachers of LEP students whenever possible. Examiners who have questions about the test or test materials should contact their System Test Coordinator.

**The Examiner Manual is a secure document.** It contains test questions and scoring information. It should not be duplicated or reproduced.

## Students to Be Tested

All students who have been identified as “limited English proficient” (LEP) will take the MontCAS ELP.

Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered when identifying LEP students. A student must be identified as one of the following:

1. an individual who was not born in the U.S. or whose native language is a language other than English;
2. an individual who comes from an environment where a language other than English is dominant;
3. an individual who is American Indian or Alaskan Native and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

The student must also have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Examiners are instructed to contact their System Test Coordinator with any questions they might have about which students should be tested.

## Structure and Format of the MontCAS ELP

The MontCAS ELP is divided into four subtests: reading, writing, listening, and speaking. Each student will be tested in all four areas.

The assessment is designed to be administered by grade span. Students should take the grade-span test that applies to their grade in school. If there are any questions about this, examiners should contact their System Test Coordinator.

Grade Span	Form
K	A
1-2	B
3-5	C
6-8	D
9-12	E

### Structure and Format of Form A

All subtests at the Kindergarten level are to be administered individually to each student. A test booklet for the listening, speaking, and reading tests and an answer sheet are provided for each student. The writing section is not a test, but rather a checklist on the answer sheet which the classroom or ESL teacher completes based on knowledge of the student's classroom work.

All student responses are marked on the answer sheet by the examiner. It is the examiner's responsibility to score each open-response question at the time of testing and to see that the writing checklist is completed by a teacher familiar with the student's schoolwork.

The listening and speaking tests should be administered in their entirety regardless of student ability. However, students should proceed through the reading test with the examiner only until they reach frustration level. For this test, *frustration level* is defined as the point at which a student has missed three consecutive questions.

This Examiner Manual contains general instructions for the examiner, directions and questions to be read aloud to students, and scoring guides where appropriate. The information to be read aloud to students is printed in **boldface**. It is imperative that there be no variations on the scripted materials. All directions and scripting should be given in English.

**Please note:** The item spacing in the Examiner Manual does not match the question spacing in the student booklet for this test. To avoid student confusion, examiners are asked to point to each item in the student booklet when asking the questions.

**Required Test Materials**

For testing LEP students in kindergarten, examiners will need:

Materials per Student	Materials per Examiner
Form A Test Booklet Form A Answer Sheet	Form A Examiner Manual Form A Listening CD

In addition, both examiner and student will need a No. 2 pencil with eraser.

**Test Security**

These test materials are secure and should be handled by qualified personnel only. No part of any test booklet may be reproduced or transmitted in any fashion. At the conclusion of the test administration, all test materials (both used and unused) must be accounted for and returned to the System Test Coordinator, who will return all materials to Questar Assessment, Inc.

**Preparing for the Test**

To prepare for testing, examiners should

- read this manual completely
- ensure that they have adequate materials for all students who will be tested
- notify students in advance of testing
- affix student barcode labels to answer sheets OR print and bubble student data if no label is available
- secure a CD player (or a computer with CD-ROM drive, sound card and speakers) for administering the Listening Test, and check the CD and the sound quality.

**Affixing the Student Barcode Labels**

It is the examiner's responsibility to affix each student's barcode label to an answer document in the space indicated. If you have not received barcode labels before testing begins, print the student's name in box 1. Then, affix the barcode label after testing is complete.

If there is no barcode label for a particular student (when the set of barcode labels arrives), print and bubble all information in boxes 1 through 6 for that student.

In case of an error on the barcode label: If the student name is misspelled, you can still use the label, but you must have your AIM coordinator correct the information directly in the AIM system. ONLY void the barcode label if the school designation is incorrect, the student is no longer enrolled in the system, the student is no longer LEP, or the grade is incorrect (grade information must be updated in the AIM system). Return the voided barcode label to your Test Coordinator.

**Students Without a Barcode Label**

If there is no barcode label for an LEP student, it is the examiner's responsibility to complete (print and bubble in with a No. 2 pencil) the demographic information on the answer sheet. The examiner should write his or her name and school name in the spaces provided. Then fill in the grids as follows:

Field	Instructions
1. Student Name Grid	Print the student's last name, first name, and middle initial. Fill in the corresponding bubbles.
2. School Code	Print and bubble in the school code.
3. Date of Birth	Fill in the appropriate month, day, and year for the student's date of birth.
4. State Student ID Number	Print and bubble in the student's state identification number. Do NOT use a local ID number.
5. Grade	Bubble in the K to confirm that this student is a kindergartener. No off-level testing is allowed.
6. Gender	Bubble in the student's gender.
7. Standard Accommodations	Used for IEP/504 students only. Bubble in all codes that apply. (See pages 12-14.)



### Scheduling the Test

All parts of the Kindergarten test (Form A) are individually administered. The actual time to administer the test to each student will vary. The following table shows approximate times for scheduling purposes.

Section	Group or Individually Administered	Estimated Time per Student	Estimated Time for a Combined Session
Listening	Individual	25 min.	
Speaking	Individual	15 min.	S/R together 30 min.
Reading	Individual	15 min.	

Because of its length, it is not recommended that the Listening test be administered in the same session as either of the other two tests. However, Speaking and Reading may be administered together if the examiner chooses. The Reading test is halted once the student misses three consecutive items, thus it may take less time than indicated.

The Writing section is not a test but rather a checklist which the teacher completes based on knowledge of the student's classroom work.

### Setting for the Test

The test setting should be a quiet one-to-one environment. The testing should take place where other students cannot hear or see the testing materials. The examiner should sit close enough to the student to point to questions and illustrations in the student test booklet during test administration.

Examiners should place a "Testing: Do Not Disturb" sign on the door of the testing site.

### General Instructions for Test Administration

Specific step-by-step instructions and script are provided for the administration of each part of the test in the full Examiner's Manual.

The students will be asked to circle an answer to each question in the student test booklet or to speak their answers aloud to the examiner.

Because this is an English language proficiency assessment, students must respond in English in order for responses to be considered correct.

**Please note that for all grade K tests, the examiner is responsible for marking the student's answers on the answer sheet during test administration.** Depending on the type of response required or number of score points, examiners will mark *BL* (blank) for no response, *A, B, C*, or *0, 1, 2, 3*, or *4*. For multiple-choice questions, examiners mark the letter corresponding to the picture the student has circled. Where a student responds verbally, examiners listen to the student's response, score the response based on the scoring guide, and mark the score on the answer sheet. Examiners will find a scoring guide for each question below the question script in this manual.

## Using the Scoring Guides

Each scoring guide includes the correct answer or, where answers may vary, examples of appropriate responses and the appropriate score. It also provides examples of answers that should receive partial credit. These examples are intended to be guides, not a comprehensive list of appropriate responses. It is possible that a student will give an answer that is not included in the guides. The examiner should use his or her best judgment to score the answer, based on the information provided in the scoring guide.

General information for scoring student responses:

- If a student does not respond, mark the Student Answer Document *BL* for a blank or no response.
- Some examples of responses earning no credit (i.e., a score of "0") are as follows:
  - ◆ Student answers in a language other than English.
  - ◆ Student's response is poorly articulated and cannot be understood.
  - ◆ In the speaking test, a student gives a nonverbal response, such as nodding or pointing.

Prior to testing, the examiner should review each question's scoring guide to gain familiarity with the responses that are required for each question.

## Prompting or Repeating Test Information

*Prompting* is the provision of additional information to students during administration of the assessment. Prompting includes

- elaborating on questions,
- clarifying information provided in reading selections or any test question,
- pointing out specific information in the questions or graphics,
- providing cues that might normally be part of an instructional strategy, and/or
- suggesting strategies that a student may use to arrive at a correct response.

In general, prompting is **not** allowed in this test because it may give an unfair advantage to some students. However, in specific situations where partial or unclear responses are given, the following general prompts are appropriate.

- To clarify the student's response, the examiner may say,
  - ◆ *I don't understand what you said.*
  - ◆ *Can you tell me more?*
- If the student answers in another language, the examiner may say,
  - ◆ *Can you say that in English?*
- The examiner may repeat directions, if necessary, but must do so before the child begins a response.
- If there is a distraction or interruption, the selection or question may be repeated.
- If a student asks for a question to be repeated, the examiner may repeat the question only once.
- If the student still does not understand what is being asked, the examiner should score that question as though the child gave no response (BL).
- The examiner must not modify directions in any way. To do so would provide an unfair advantage to one student or a group of students over others.
- The examiner should allow approximately 15 seconds of wait time for a student to begin a response to a question. This gives the student time to gather his or her thoughts and to think carefully before responding in English. If a child has not responded after 15 seconds, the examiner should move on to the next item or task and score the item as "no response" (BL).

### Testing Absentees

Examiners should make an effort to see that all LEP students in the school are administered all sections of the MontCAS ELP. If a student is absent for a particular testing session, please schedule a make-up test for that student, as long as you can do so within the testing window.

### Guidelines for Standard and Nonstandard Test Accommodations

Since the MontCAS ELP is not an academic content area assessment, as is the MontCAS CRT, some of the accommodations available to students for the CRT are not appropriate for the MontCAS ELP. The accommodations not available are crossed out on the list below and are coded NA on the answer document.

The fact that the MontCAS ELP is an untimed test and that there is considerable graphic support should help with increased comprehension for LEP students, including LEP students with special needs. However, in some cases it may be necessary to provide specific accommodations. Follow the state guidelines below.

Standard accommodations are changes in the routine conditions under which students take the criterion-referenced tests that do not alter what is measured by the test. Standard accommodations for the MontCAS ELP:

- are available to students with IEP or 504, ~~or LEP~~ plans.
- are available to all students if the accommodation(s) has been part of the student's classroom routine three months prior to testing.
- are determined on an individual basis, student by student, rather than for groups of students.
- can involve changes in timing and scheduling, setting, how the test is presented, how the student responds to the test questions, and how the student's answers are recorded.

Use the accommodation codes below and on the following pages to clarify accommodations and to code Box 7 on the answer sheet. Coding #29 (standard accommodation) and #33 (nonstandard accommodation) for “Other” requires advance verification from OPI.

Only mark an Accommodations bubble on the answer document IF the accommodation was made for a student with special needs. Do not, for example, mark bubble #4 (individual administration) if a test was individually administered due to the fact that there was only one LEP student in the school taking this particular form, or due to the requirements of the test design (all parts of the test are at the Kindergarten level). Note that not all Accommodations are available for the MontCAS ELP assessment. Those not available or not relevant are crossed out in this manual and the corresponding bubbles are marked NA on the answer document.

### **Standard CRT Accommodations (MARK ALL THAT APPLY)**

#### **Scheduling Accommodations**

##### **Tests were administered**

1. at a time of day or a day of the week based on student needs.
2. in appropriate blocks of time for individual student needs, followed by rest breaks.
3. with time extended beyond the regular test administration allotments until, in the administrator's judgment, the student could no longer sustain the activity.

#### **Setting Accommodations**

##### **Tests were administered**

4. individually (one-on-one).
5. in a small group.
6. in a carrel.
7. in an alternative setting.
8. by other school personnel known to the student (e.g., LEP, Title I, Special Education).
9. at the student's home, by school personnel.
10. with the student seated in front of the classroom.
11. with the teacher facing the student.

#### **Equipment Accommodations**

##### **Tests were administered**

12. with the student using magnifying equipment.
13. with the student wearing noise buffers.
14. using a template.
15. with the student using amplification equipment (e.g., a hearing aid or auditory trainer).
16. with the student using a typewriter or word processor (without activating spellchecker).
17. using voice-actuated technology.
- ~~18. using a bilingual dictionary.~~

**Recording Accommodations**

19. The student's answers were dictated to the test administrator and recorded in the student response booklet by the test administrator.
20. The student marked or wrote answers with the assistance of a technology device or special equipment. The student's answers were transferred by the test administrator to the student response booklet.
21. Other assistive technology routinely used by the student that does not change the intent or content of the test was used.

**Modality Accommodations**

22. Tests were read to the student by the test administrator (with the exception of reading passages).  
Note: Readers must read test items/questions to the student word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items/questions.
23. Tests, including directions, were interpreted for student with deaf or hearing-impaired student (with the exception of interpreting the reading test).
- ~~24. An administrator gave test directions with verification (by using a highlighter) that the student understood them.~~
- ~~25. An administrator assisted students in understanding test directions including giving directions in native language.~~
- ~~26. Tests were read in "Sheltered English" content for an LEP student (with the exception of reading the reading test).~~

**Other**

27. Braille
28. Large Print
29. Other (with verification from OPI in advance of the testing window).

**Nonstandard CRT Accommodations (For Students with an IEP)**

Nonstandard accommodations are changes in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Teams should exercise caution in considering whether a student requires a nonstandard accommodation. **Nonstandard accommodations are only available for a student with IEP/504 plans.**

- Scores of students taking a nonstandard accommodation will automatically be invalidated because the nonstandard accommodation will change what the test measures. Examiners will code the nonstandard accommodation in Box 7 of the answer sheet.

The following is a partial listing, by example, of methods of administration that would be considered to be nonstandard.

**MARK ALL THAT APPLY:**

30. Reading aloud the reading test to a student or the student uses text-reader software. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in reading who, without the text being read, could not participate in this portion of the test.
- ~~31. Student uses a calculator, number chart, arithmetic table, or manipulatives on no calculator sections of the mathematics test. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in math who, without the use of a calculator, would not be able to perform any math calculations or functions.~~
- ~~32. Tests were translated into native language for an LEP/ELL student. Translation is to be done by local personnel.~~
33. Other (with verification from OPI in advance of the testing window).

**Post-Test Instructions**

Examiners should check all completed answer documents:

- Have all four sections of the test been completed for each student? If any student has not taken a section because he or she was absent on the day of testing, schedule a make-up session within the testing window.
- Have the answer bubbles been filled in correctly (i.e., completely)?
- Have all student barcode labels been affixed to the correct answer documents?

Examiners should also complete an Examiner Identification Sheet, following the directions given on the sheet. Place this sheet on top of the stack of completed answer documents. Insert the stack into the Scoring Services Envelopes provided. If more than one Scoring Services Envelope is used, place the Examiner Identification Sheet in the envelope marked “1 of x.” System and school information on the Examiner Identification Sheet should show through the envelope window. Note that a separate Examiner Identification Sheet must be filled out and a separate Scoring Services Envelope used for each grade span.

Examiners are responsible for returning all test materials to the Test Coordinator. These include:

- the Scoring Services Envelope containing the completed answer sheets and Examiner Identification Sheet
- the used and unused student test booklets
- the unused student answer sheets
- the Examiner Manual
- the Listening CD
- the unused/voided student barcode labels

The System Test Coordinator will ensure that all test materials are returned to Questar Assessment, Inc. immediately after the testing window is closed, or after all students are tested.

**Checklist for Grade K Examiners**

Use the following checklist as an easy guide for all test activities to be completed.

**Before Testing**

- ☐ Read your Examiner Manual. Become familiar with the procedures, script, and scoring guides.
- ☐ Check your materials. Make sure you have enough for all LEP students.
- ☐ Affix the Student Barcode Labels to the Form A answer sheets. If the barcode labels have not yet arrived, print each student's name in box #1.
- ☐ For the Listening test, locate a CD player or computer with sound card and speakers. Test the CD and sound quality.
- ☐ Prepare testing sites.
- ☐ Schedule individual test administrations. The 2007 testing window is October 23 - November 23.

**Testing**

- ☐ Administer one-to-one Listening tests as scheduled.
- ☐ Administer one-to-one Speaking and Reading tests as scheduled.
- ☐ Have the student's classroom teacher complete the Writing Checklist on each student's answer sheet.

**After Testing**

- ☐ Make sure all sections (S,L,R,W) of each student's answer sheet have been completed. Schedule make-up test sessions for any student who was absent on a test day.
- ☐ Affix each student's barcode label, if this was not already done. If any student is missing a barcode label, bubble in his/her complete demographic information on the answer sheet.
- ☐ Complete 1 Examiner ID Sheet per group\*. Put it, along with the completed answer sheets, in a Scoring Services Envelope.
- ☐ Return the Scoring Services Envelope(s) plus all other used and unused test materials to the Test Coordinator.

*\*A "group" may be defined as all LEP students in grade K in a single school, tested by a particular examiner.*

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Linda McCulloch, Superintendent

Montana Office of Public Instruction

PO Box 202501

Helena, Montana 59620-2501

[www.opi.mt.gov](http://www.opi.mt.gov)